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ABSTRACT

A parent education component was planned and implemented as part of a university-based preschool program in the Department of Psychology at Rutgers-The State University. Goals of the practicum were to survey parents to identify topics of interest to them; to develop a parent education program focused on topics identified by parents; to sensitize parents to the importance of their role in the development of their children; and to survey parents completing the program to ascertain the usefulness of the program to their family. Goals were realized through (1) seminars on discipline, self-esteem, the relationship of television to learning in young children, and parental contributions to children's cognitive development; (2) the addition of printed material concerning parenting and child development to a "parents' corner" in the center library; (3) monthly distribution of a parent newsletter; and (4) periodic distribution of handouts and reprints on related topics. It was concluded that objectives of the program were met. A bibliography included in the present report cites parent education and related materials. Appendices provide instruments used to survey parents and evaluate the program and a list of materials placed in the parents' corner. (RH)

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NOVA UNIVERSITY

Planning and Implementing a Parent Education Component in a University Based Preschool Program

by

Alicia Cox MacWright

Cluster 15

A Practicum Report
Presented to the Ed.D Program in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1985

Practicum Approval Sheet

This practicum took place as described.

Verifier: Albert E. Goss, Ph.D
Professor Of Psychology
Rutgers University
New Brunswick, N.J., 08903

January 1985

This practicum report was submitted by Alicia Cox MacWright under the direction of the reviewer listed below. It was submitted to the Ed.D Program in Early Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education in Early Childhood at Nova University.

Approved:

February 5, 1985
Date of Final Approval of Report

Richard Goldman, Ph.D.
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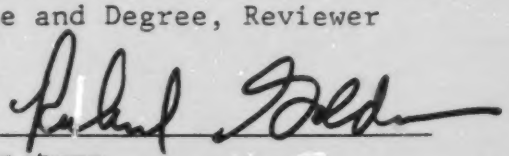
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I would like to thank
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Planning and Implementing a Parent Education Component in a University Based Preschool Program, MacWright, Alicia C., 1984: Introductory Practicum Report, Nova University Ed.D. Program in Early Childhood Descriptors: Preschool Children/Young Children / Parent Education/ Parent Workshops/ Childrearing/ Parent Role / Parent Participation/ Parent Counselling.

The practicum provided for the planning and implementing of a parent education component in a university-based preschool program. The parent-education program provided a vital link in the chain of comprehensive programs and services needed to strengthen and support families. The program provided parents with information and materials to increase their knowledge and understanding of child development, parenting skills, and family stresses and supports.

The writer's goals were: (1) to survey the parents in an effort to identify topics of interest to them; (2) to plan and implement a parent-education program focussed on the topics identified by the parent; (3) to sensitize the parents to the importance of their role in the development of their children; (4) to survey the parents upon completion of the program to ascertain the usefullness of the program to their family.

The parent education program consisted of: (1) a series of four seminars on topics selected by the parents and conducted by professionals in the field; (2) the addition of a "parents' corner" to the center library containing books, pamphlets, journals and magazines devoted to parenting and child development; (3) monthly distribution of a parent newsletter; and (4) periodic distribution of handouts and reprints on related topics.

Of the 19 parents and 8 staff members who participated in the seminar series, 76% of the parents enrolled attended at least 50% of the seminars, and 75% of the staff attended 100% of the seminars. A majority of the seminar participants found the material covered to be interesting and relevant to their family situation. 95% of the parents responding to the questionnaire reported finding the monthly parent newsletter informative. 100% found the article reprints interesting, and 83% found them relevant to their family situation.

CHAPTER I

INTRODUCTION

Description of Practicum Setting

The Douglass-Psychology Child-Study Center is a teaching-research-service facility of the Department of Psychology of Rutgers-The State University of New Jersey. The Center is housed in Davison Hall, a classroom, laboratory, and office building on the Douglass Campus of Rutgers in New Brunswick.

Rutgers, with over 47,000 students on three campuses in Camden, Newark, and New Brunswick, is one of the major state university systems in the nation. The University is comprised of twenty-four divisions: Four are located in Camden, seven in Newark, and thirteen in New Brunswick.

Rutgers has a unique history as a colonial college, a land-grant institution, and a state university. Chartered in 1766 as Queens College, the eighth institution of higher learning to be founded in the colonies before the Revolution, the school opened in New Brunswick in 1771. In 1825 the name of the college changed to Rutgers to honor a former trustee and revolutionary war veteran, Colonel Henry Rutgers.

Rutgers College assumed university status in 1924 and legislative acts in 1945 and 1956 designated all its divisions as The State University of New Jersey.

New Brunswick, with a population of about 42,000 is located in central New Jersey. It is approximately 33 miles southwest of from New York City. Princeton is 16 miles to the south, Philadelphia about 60 miles, and Washington, DC under two hundred miles southwest. The libraries, theaters, concert hall, museums, galleries, research institutes and other educational, cultural, and recreational resources of the New York-Philadelphia region are easily accessible. Rutgers attracts many distinguished visitors, lecturers, and performing artists not always available to less favorably situated institutions.

The Douglass-Psychology Child-Study Center provides part and full-time day care for children of ages of about 30 months, providing they are toilet trained, up through kindergarten age. The children come from families of both the Rutgers and greater New Brunswick communities. The FTE enrollment is about 40, based on part and full-time attendance of 80 children. The Center is open from 7:30 a.m. to 6:30 p.m., Monday through Friday.

The Center is sponsored by Rutgers University, Douglass College and the University's Department of Psychology to facilitate instruction and research on the behavioral development and on the care and education of young children.

The instructional and research functions include opportunity for observation by students in psychology and other disciplines who are interested in children; training potential day care aides, teachers, and directors; providing experience in the

administration of psychological tests by students in psychology and other disciplines who are interested in children; and facilitation of faculty and student research on children's learning and other processes. Children at the Center are expected to participate in these diverse instructional and research activities. Occasionally, the training of students or research requires interview or questionnaire response from parents.

The Center provides screening behavioral assessments for children at the Center and others to determine a child's readiness for kindergarten or other educational programs. Such assessment, which are on parents' request, entail a fee over and above the fee for day care.

The Center also informs parents and others on many child-related matters such as alternative sources of care for their children, and where to obtain evaluations of a child's cognitive and social development. Help is also offered in planning and operating to those who want to open centers for the care and education of young children. When arrangements can be made, the Center sponsors nearby family day care homes particularly those that provide care for infants and toddlers.

The Center staff consists of the director, the supervising teacher, two group teachers, and two or more senior teacher aides. The majority of these are NJ-certified for early education. The

supplementary staff consists of part-time aides and of students. The latter are undergraduate or graduate students in psychology and related disciplines who are there as volunteers or to fulfill laboratory or field work requirements in various courses including child, and developmental psychology.

The minimum ratio is one staff to five or six children. During most of the fall and spring terms the ratio is 1:4.

The supporting staff includes a part-time specialist in assessment of behavioral development in early childhood, a full-time artist to assist in the preparation of instructional and research materials and to provide a program in arts and crafts,, consultants on problems and practices in behavior development from the Department of Psychology and elsewhere as needed, and the liaison person for the Department of Psychology.

Writer's Role and Responsibilities

The writer's position is director/head teacher of the Douglass-Psychology Child-Study Center, a position that was assumed in September, 1979 after the writer worked two years at the Center as a classroom teacher. Before that, she served for two years as a classroom teacher in a Center of the N.J. Division of Youth and Family Service Center in Mount Holly, NJ.

The director/head teacher's responsibilities include: recruitment, enrollment and scheduling of the children; selection, orientation, supervision and scheduling of staff; on-site supervision of all psychology students enrolled in the course

Field Work in Psychology: Care and Education of Young Children (approximately 150 per semester) assigned to the Center; presentation of one 80 minute lecture per week to field work students; curriculum development in consultation with the classroom teachers; ordering of supplies and equipment; and helping to plan the yearly budget.

CHAPTER II

STUDY OF THE PROBLEM

Problem Statement

The implementation of the parent education program provided a vital link in the chain of comprehensive programs and services needed to strengthen families, help parents raise their children effectively, and promote the full development of the nation's youth (Hobbs, 1984). Parent education and both social and economic support appear to be the most feasible way of meeting the needs of all children (Farrell, 1978). White (1977) stated that the three main obstacles parents face in trying to do their best for children are ignorance, stress and lack of assistance.

Documentation of the Problem

In the last decade nearly every line of social and psychological research indicates to the family as the foremost influence in determining a child's success in school (Bloom, 1976; Coleman, 1972; and Jencks, 1972, as cited in Farrell, 1978). Coleman's study of some 600,000 children concluded it was not so much the school but the students family life and the conditions undergirding a strong life within the family that determined school performance (Farrell, 1978).

It is imperative that education and support of the family be provided during the child's preschool years. These are the optimum times for many kinds of learning and for the stimulation of basic learning abilities (White, 1977; Farrell, 1978).

Which aspects of the home, which dimensions of parenting influence and foster a child's mental health? Researchers who have focussed on how parents interact with their children seem to agree that the quality of the home environment depends upon the kind and amount of interactions that take place between the parents and the children. The quality of these interactions as well as the variety and richness of home stimulation appear to be the crucial elements in the development of the child's sense of love, support, confidence, self-worth, motivation, self-respect and mental capacity which are so important to school success (Elardo, Bradley and Caldwell, 1975; Bronfenbrenner, 1975; Heber, 1974; Gordon, 1974; Ainsworth and Bell, 1974; Deutsch, 1971; Wachs, Uzgires and Hunt, 1971; Schaefer, 1969, as cited in Farrell, 1978).

Analysis of the Causes

The findings of recent research on the development of young children have led many early childhood specialists to urge parents to see themselves as their child's first, as well as their best teacher (Katz, 1983). In general, the research indicates that intellectually competent young children have parents who give them information, explain events happenings around them, encourage them to be curious and to explore, and provide them with the guidance, nurturance and firmness necessary for development in the early years (Katz, 1983). This information is not provided in the form of lessons, formal or structured activities or learning games;

rather it is embedded in spontaneous interaction between parents and their children (Katz, 1983)

There are, however, many social conditions that interfere with parent-child interactions, thus tipping the scales heavily against a quality home learning situation. These conditions include unemployment, inflation, parental ignorance or indifference,, family break-ups, single parent families and the increasing number of teenage mothers attempting to raise their children alone.

The family is undergoing profound and rapid changes that are major by-products of this nation's development during the last century (Hobbs, 1984). These changes include:

1. an increase in the number of women entering the work force. In 1983, 46% of all mothers of children under age three were in the labor force (Bureau of Labor Statistics, 1984).

2. changes in the importance of the mother's income. Her earnings now account for an important portion of many families total incomes (Hobbs, 1984).

3. an increase in the number of single-parent families. In 1982, 22% of all children in the U.S. lived with only one parent. In 1960, the comparable figure was 9% (Select Committee as cited in Schorr, 1984).

4. changing notions about men's family roles and importance of fathers for children's development.

5. changes in work place policies:

   a. flex-time

   b. part-time work

   c. Job sharing

   d. improvement of shift work

   e. improvement of overtime

   f. phased retirement

   g. personal days (to be used when child is ill)

   h. time bank.

6. an increase in the number of children living in poverty. In 1982, the poverty rate for children in the U.S. was 21.3%. This rate is 54% higher than in 1969 (Ways and Means, 1983, as cited in Schorr, 1984).

7. an increase in the number of babies born to teenage mothers. In 1981, almost 10,000 live births were to girls under the age of 15. Another 425,000 births were to mothers aged 15 to 17 (NCHS, Natality, 1983, as cited in Schorr, 1984).

All of these changes have caused parents to turn, with increasing frequency to out-of-home sources of supplementary child care and to seek information about childrearing (Hobbs, 1984).

Katz (1983) believes parenting is more difficulty than it might once have been because we have fewer children in whom we invest much more intense feeling and for whom we have much greater expectations. We expect ourselves to nurture very complex persons who will grow up able to cope with competing value systems,

lifestyles unknown even to us, and social and technical demands we are only dimly aware of as yet. All of this must be dealt with in the face of many more options and alternative ways of behaving and feeling than our parents could have ever dreamed (Katz, 1983).

Katz (1983) has stated that being able to enjoy your children in the midst of so many conflicting and competing pressures is a major challenge, perhaps the most important one facing us as a nation.

Relationship of the Problem to the Literature

Through the synthesis of fifteen research articles Sparling (1980) profiles parenting information needs and attempts to increase understanding of potential sources of parenting information. Sparling focusses on two major areas of needs domain (parent interests and problems), and two resource elements (channels of information and sources of informal and formal supports). Concluding sections of the synthesis include content areas for dissemination, appropriate amounts of information, and a list of recommendations concerning parent influences on information.

Visual presentations are viewed by Merenda (1984) as useful in building positive pathways to home and school communication. Merenda suggested strategies that include booklets, newsletters, sharing of articles and reprints, bulletin boards, performances, productions or classroom presentation, workshops and seminars.

Cudaback (1982) conducted a nationwide study of production by

state cooperative extension offices of age-keyed parent education newsletters for expectant parents and parents of children under five years of age. While some newsletters were written for teen and low-income parents, most were directed toward middle-class, married, fairly well-educated parents. The great majority of parents (from Iowa, California and Arizona) who completed an evaluation questionnaire found the information in the newsletters useful in promoting their self-confidence as parents, improving their knowledge of child development and increasing their ability to be effective nurturing parents.

Why is it important for parents to receive parenting information? Because the wisdom needed for parenting is not bestowed along with motherhood or fatherhood (Sparling, 1980). Wisdom accumulates through the experiences and knowledge of a lifetime. But fortunately, parenting can be successfully undertaken by a novice who is supplied with adequate information and who receives help from family, friends, and the community (Sparling, 1980).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The Child Study Center implemented a parent education program that provided a vital link in the chain of comprehensive programs and services needed to strengthen and support families.

The program provided parents with information and materials to increase their knowledge and understanding of child development, parenting skills, to enable them to cope better with and family stresses.

The following goals were projected for this practicum:

1. to survey the parents in an effort to identify topics of interest to them;

2. to plan and implement a parent education program consisting of seminars on parenting issues, a lending library of parenting materials (books, pamphlets, magazines and bibliographies), and distribution of a monthly parents newsletter and reprints of parenting information:

3. to sensitize the parents to the importance of their role in the development of their child;

4. to survey the parents upon completion of the program to ascertain the usefulness of the program to them.

Evaluation Instruments

Before the beginning of the program, parents and staff were asked to complete a written survey (Appendix A). The first section of this survey asked parents and staff to help in the process of selecting topics for a series of seminars on parenting issues. A list of topics was provided and the prospective participants were asked to identify the topics of interest to them. The following topics were included in the list: discipline, sexuality, divorce and childhood trauma, dealing with the public school system, speech and language development, diagnosing typical childhood illnesses, preparing for a sibling, sibling rivalry, separation and growing independent, the relationship of TV viewing to learning, self-esteem, learning disabilities, hyperactivity, and parental contributions to a child's cognitive development.

The second section of the survey asked the participants if they would attend parenting seminars, if they were held at the Center, on topics of interest to them.

The third section of the survey asked participants to indicate the day and time most convenient for them to attend the parenting seminars.

The fourth section requested participants to indicate whether or not they would like the Center to provide free child care during the seminars.

The fifth section provided an opportunity for participants to write in additional comments.

After attending each seminar participants were asked to complete a seminar evaluation form (Appendix B). This evaluation form consisted of five sections. The first section sought to rate the seminar leader on her/his knowledge of the topic, competence, confidence and ease, ability to answer questions, and the degree to which she was receptive to comments.

The second section was designed to evaluate the material covered or presented during the seminar as to whether it was interesting, relevant, and presented understandably.

In the third section, participants were asked to evaluate the seminar in reference to their personal benefit. They were asked to rate the degree to which they had enjoyed the seminar, learned about the topic, would be interested in attending another seminar on the same topic, and would be interested in attending another seminar led by the same person on another topic.

The fourth section was designed to evaluate the physical environment of the seminar location and whether the participants preferred a classroom or a lecture hall.

Upon completion of the practicum implementation phase, all parents with children enrolled at the Center were asked to complete a written evaluation of the monthly parent newsletter; the reprints of articles on parenting issues and child development placed in their parent mailboxes; and the addition of the "parents

corner" to the Center library. This evaluation form (Appendix C) was designed to ascertain; the extent to which the materials were read, the degree to which the parents found the materials to be interesting and relevant, whether the parents felt the materials increased their knowledge of child development, and if their self-confidence as a parent had been increased.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Parent education has been marked by major shifts in purpose, content, and approach. Parent education is typically defined as dealing exclusively with childrearing (Harman, Brim, 1980), but some extend its scope to the family as a system and a variety of parent needs (Wandersman, 1978). Some construe parent education to mean experts imposing values upon families (Keniston and the Carnegie Council on Children, 1977; Lasch, 1977), while others see parents as defining their own needs and using experts as resources (Kokecki, Roberts, and Mornoney, 1979).

Hobbs (1984) views parent education as the process of enabling parents to obtain information and skills useful to them in performing the array of functions broadly related to their parental role. Parent education includes learning relevant to childrearing functions, to parents' executive function such as providing for the family, interacting with other institutions, and to meet the personal needs of parents (Hobbs, 1984).

There are seven major types of parent education programs: individual private provision; self-help groups; private non-profit organizations; public schools; colleges and universities; workplace sponsored; and media sponsored.

The most prevalent form of parent education, as well as child care, in the United States is that provided individually and privately. Parents will turn first to what they perceive to be the most trustworthy and least expensive resources; kin, friends, neighbors and other parents (Hobbs, 1984).

Self-help groups are another frequently used source of parent education. These mutual aid groups consist of group discussions and interaction between people who have experienced similar transitions. Self-help groups are seen as providing several elements of help to parents: an environment conducive to sharing of feelings and experiences; a source of information and new perspectives on the transitional situation; and as an arena in which to plan, rehearse, and receive feedback concerning the behaviors demanded by new roles (Hobbs, 1984).

Private, non-profit sources such as churches, community organizations and non-profit organizations have recently shifted to programs of parent education that focus on more intensive preventive, rather than remedial, services in support of family functioning (Beck, Tileston, Kesten, 1977 as cited in Hobbs, 1984).

No other sponsoring agency, outside of individual, private providers, has been so involved in child care and parent education as the public schools (Hobbs, 1984). These programs are aimed at both the parents of the children in the schools, and the children. Parenthood preparation programs are offered to many junior and

senior high school students. The programs may serve as a means of preventing premature parenthood.

Colleges and universities offer parent education courses, discussion groups and support groups. Programs offered by colleges and universities are often of high quality because of the availability of skilled teachers, teacher trainers and volunteers seeking experience; relatively high levels of funding available to selected research-oriented programs; the public nature of most university programs; and the relatively high level of knowledge or education among many parent-users, who tend to demand and monitor quality in the programs offered (Hobbs, 1984).

Examples of workplace-sponsored parent education are few, but the number is growing. Considering the access to parents, and the important influence of work on family life, it seems likely that the beginning approaches to linking family and workplace will continue.

Media presented parent education has been on the rise. In the last five years over 600 books have been published on virtually every aspect of childrearing. Audio-visual parent education materials are available in ample supply. And television has become a vehicle for wide dissemination of parent education.

Description of Solution Selected

The Child Study Center initiated a parent education program designed to provide parents with information and materials to

increase their knowledge and understanding of child development, parenting skills, and family stresses and supports.

The parent education program consisted of: a series of four monthly seminars, presented by professionals in the field, on topics selected by the parents; the addition of a "parents corner" to the Center library, containing books, pamphlets and magazines devoted to child development and parenting issues; distribution of a monthly parents newsletter which contained information about Center events, child development and parenting; and the periodic distribution of handouts and article reprints on related topics.

Calendar Plan of Implementation

Early September 1984	Distributed September Center Parent Newsletter
Early September 1984	Distributed parent handout: Totline, September series A, No Lose Party Games
Mid-September 1984	Conducted parent survey on seminar topics
Mid-September 1984	Distributed parent handout: Totline, September series B, Fall Art Activities
Late September 1984	Analyzed results of parent survey on seminar topics
Late September 1984	Selected and contracted professionals to conduct parent seminars

Late September 1984	Distributed article reprint: Growing Child: Research in Review September Vol. 3 No. 1
Late September 1984	Distributed parent handout: Totline, September series C, Fall Science Activities Early October 1984
Distributed parenting seminar	pre-registration forms to all parents and staff
Early October 1984	Distributed October Center Parent Newletter
October 13, 1984	Parenting Seminar I held, topic: Discipline - Barbara Menzel
Mid-October 1984	Distributed article reprint: A Family Shopping Guide to Infant/Child Automobile Restraints by American Academy of Pediatrics 1984
Mid-October 1984	Distributed parent handout: Totline, October Series A, Halloween Activities
Mid-October 1984	Ordered books, pamphlets, reprints, magazines and journals for Center library "parents corner"

Late-October 1984	Distributed article reprint: Growing Child: Research in Review October Vol. 3, No. 2 Late-October 1984
Distributed parent handout:	Totline, October Series B, Halloween Learning Games
Early November 1984	Distributed November Center Parent Newsletter
November 3, 1984	Parenting Seminar II held, topic: Self-Esteem, Yours' and Your child's - Patricia Murphy
Early November 1984	Distributed parent handout: Totline, November series A, Christmas Art Ideas
Mid-November 1984	Distributed Seminar II Evaluation Forms to all seminar participants
Mid-November 1984	Distributed article reprint: Choosing Good Toys for Young Children by S. Feeney and M. Magarick
Mid-November 1984	Distributed parent handout: Totline, November series B, Thanksgiving Activities
Late November 1984	Distributed article reprint: Growing Child: Research in Review, November Vol. 3, No. 3

Late November 1984	Distributed parent handout: Totline, November series C, Listening Games December 1, 1984
Parenting Seminar III held, topic:	Parental Contributions to Children's Cognitive Development - Albert Goss
Early December 1984	Distributed December Center Parents Newsletter
Mid-December 1984	Notified parents of the addition of the "Parents Corner" to Center library
Mid-December 1984	Distributed Seminar III Evaluation Forms to all seminar participants
December 15, 1984	Parenting Seminar IV held, topic: The Relationship of TV Viewing to Learning in Young Children - Lois Henninger
Mid-December 1984	Distributed parent handout: Totline, December series B, Toys and the Young Child
Mid-December 1984	Distributed Evaluations Forms for Center newsletter, article reprints parent handouts, and parents book corner to all parents

Late December 1984	Distributed parent handout: Totline, December series C, Learning Games From Holiday Throw Aways
Late December 1984	Distributed article reprint: Growing Child: Research in Review, December Vol 3, No. 4
Late December 1984	Distributed Seminar IV Evaluation Forms to all seminar participants
Late December 1984	End of Implementation Phase of Introductory Practicum
Late January 1985	Introductory Practicum Report Submitted

Report of Action Taken

Seminars. Upon tabulation of the survey results, the four most selected topics were then designated as the seminar themes. The four topics selected by the parents were: (1) discipline; (2) self-esteem, yours and your child's; (3) parental contribution to children's cognitive development; and (4) the relationship of TV viewing to learning in young children (Table 1). The other seminar topics, in order of parental preference, were; how to deal with the public school system, child evaluation methods, speech and language development, sexuality, separation and growing independent, diagnosing typical childhood illnesses, sibling rivalry, learning disabilities, divorce and childhood trauma, and preparing for a sibling.

Table 1:

Results of Parent Survey of Seminar Topics

. Seminar & Workshop Topics

We are planning to bring in professionals to discuss parenting topics with you. Place a check next to the topics that would interest you.

9	Discipline	9	Separation-growing independent
9	Sexuality	13	The relationship of TV & learning
5	Divorce & Childhood trauma	14	Self-esteem-Yours and your child's
1	Dealing with the public school system	11	Child Evaluation
0	Speech & Language development	6	Learning disabilities-hyperactivity, etc.
7	Diagnosing typical childhood illnesses	15	Parental contributions to a child's cognitive development
5	Preparing for a sibling		
7	Sibling rivalry	___	Other diet - good nutrition; explaining death to children

. Attendance

If parent's seminars/workshops on topics of interest to you were held here at the Center, would you be interested in attending? 20 - yes

. Convenient Time

The most convenient time for me to attend parent seminars/workshops would be:

7	Monday evening	11	Saturday morning
10	Tuesday evening	3	Saturday afternoon
8	Wednesday evening	3	Saturday evening
7	Thursday evening	3	Sunday afternoon
7	Friday evening		

. Child Care

Would it be helpful to you if the Center provided child care during the seminar/workshops?

23 yes 2 no

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After the seminar topics were designated, professionals from the field were then located to conduct the seminar on their area of expertise. Barbara Menzel was contracted to conduct the seminar on discipline. Ms. Menzel is the coordinator of the Early Prevention Program at the Community Mental Health Center, Rutgers Medical School, and the Director of the Center's Greenhouse Preschool Program, for emotionally disturbed preschool children.

Patricia Murphy agreed to conduct the seminar on self-esteem. Ms. Murphy is a marriage and family counselor with a private practice in Princeton, New Jersey. Ms. Murphy was formerly a senior counselor at the Rutgers College Counseling Center for many years.

Albert E. Goss, Professor of Psychology at Rutgers University and Departmental Liaison to the Douglass Psychology Child-Study Center agreed to present the seminar on parental contributions to children's cognitive development.

Lois Henninger, a representative of the TV Project Coalition had agreed to conduct the seminar on the relationship of TV viewing to learning in young children. The TV Project Coalition is a joint effort of the New Jersey Education Association and the New Jersey Parent Teachers Association.

Seminar announcements and pre-registration forms (Appendix D) were distributed to parents of children enrolled in the Child Study Center's day care program. The parents were invited to

bring a friend or neighbor with them. All Center staff members were encouraged to attend the seminar series.

The seminars were held on Saturday mornings, the time selected by the parents, in a classroom building adjacent to the Child Study Center. The Center provided free child care during the seminars.

Parents Corner. The second component of the parent education program was the addition of a "Parents Corner" to the Center library. The reading materials placed in the parents corner include 24 books, 30 pamphlets, and three periodicals (Appendix E). These readings cover an extensive array of parenting issues including, but not limited to; adoption, behavior problems, child development, child care, discipline, divorce and separation, death, fears, building independence, self-esteem, sex single parenting, and working mothers.

Handouts and Articles. The third and final component of the parent education program consisted of the periodic distribution of handouts, article reprints and center newsletters devoted to child development and parenting issues (Appendix F).

The handouts entitled Totline, were purchased from Warren Publishers. These parent flyers contain activity ideas for parents of young children. The activity ideas of each flyer center around a theme. The September themes were; fall science activities, fall art activities, and no lose part games. The October themes were; Halloween activities, Halloween learning

games, and tips for entertaining the swing set. The November activities center around the following themes; Christmas art activities, Thanksgiving activities, and listening games. The topics for the December flyers were; toys and the young child, holiday quiet time ideas, and learning games from holiday throw-aways. The flyers were placed in the parents center mailboxes.

The article reprints distributed to parents were taken from a variety of sources. Excerpts from The Growing Child: Research in Review were distributed monthly. The September issue headlines included "children have their own reasons for feeling blue" and "common early childhood problems not so fleeting." The October issue included articles on "thumbsucking not cause for concern," "frequent colds inevitable during preschool years," and "hot dog is food most apt to cause fatal choking." The November issue headlines included "let child's belief in Santa Claus run its course," "kids get hurt when they play the wrong sport," "cigarette smoke a factor in middle-ear problems," "preschoolers reject loud commands," and "milk in plastic jugs loses nutrients quickly." The December issue included articles on "kids need adult guides through holiday season," "important to find causes of tots' mouth-breathing" and "joint custody arrangement not necessarily best."

Other reprints distributed to parents included the brochure "Choosing Good Toys for Young Children" by Stephanie Feeney and

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Marion Magarick, printed by the National Association for the Education of Young Children, and "A Family Shopping Guide to Infant and Child Automobile Restraints" printed by the American Academy of Pediatrics in April of 1984.

Monthly Center parent newsletters were also distributed. The newsletters primarily contained information about the Center program, Center staff and Center sponsored events.

CHAPTER V

RESULTS CONCLUSIONS AND RECOMMENDATIONS

Results

The results of the seminar evaluations are described for each seminar individually (Table 2). The results of the parent evaluations of the handouts, reprints and parents' book corner are then summarized (Table 3).

Parent education seminars. The parent participants primarily held professional or upper-managerial positions. Most have earned or are candidates for advanced degrees. Their ages ranged from 29 to 43 years, 11 were female and 8 male. 7 were parents of a single child, 12 were parenting 2 children (Table 4).

8 staff members from the Child Study Center attended the seminar series. Their ages ranged from 21 to 61 years. 7 were female, 1 male.

Seminar I: Discipline. 22 adults attended this seminar, 15 parents and 7 staff members, bringing with them 14 children under the age of eight. 100% of the 12 seminar participants who returned the evaluation form, agreed or strongly agreed that the seminar leader: was knowledgeable on the topic; competent; confident and at ease; answered questions adequately; and was receptive to comments.

In their evaluation of the material covered or presented during the seminar, 92% strongly agreed, and 8% agreed that the material was interesting, presented understandably, and was relevant to the seminar topic.

Table 2:

Results of Seminar Evaluation

Results are recorded in percentages

1 Strongly agree, endorse
2 Agree, endorse
3 Neither agree, endorse nor disagree, not endorse
4 Disagree, do not endorse
5 Strongly disagree, do not endorse

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Seminar Leader, Presenter, Speaker																				
a. was knowledgeable on topic	83.3	16.7				41.7	33.3	16.7	8.3		100.0						57.1	42.8		
b. was competent	83.3	16.7				33.3	41.7	8.3	8.3	8.3	90.0	10.0					28.5	71.4		
c. was confident and at ease	91.7	8.3				33.3	41.7		25.0		100.0						14.2	85.7		
d. answered questions adequately	75.0	25.0				25.0	25.0	25.0	25.0		60.0	40.0					28.5	28.5	42.8	
e. was receptive of comments	91.7	8.3				41.7	33.3	16.7	8.3		70.0	30.0					57.1	28.5	14.2	
Material Covered/Presented																				
a. was interesting	91.7	8.3				41.7	41.7		16.7		70.0	20.0	10.0			14.2	57.1	28.5		
b. was relevant to me as a parent	66.7	8.3	25.0			25.0	25.0	25.0	16.7	8.3	50.0	20.0	30.0			14.2	42.8	42.8		
c. was relevant to me in my work/profession	58.3	16.7	25.0			16.7	25.0	25.0	16.7	16.7	40.0	10.0	50.0			14.2	42.8	28.5		14.2
d. was interesting but not relevant			25.0	8.3	66.7	8.3	50.0	16.7		25.0	10.0	10.0	40.0	10.0	30.0		28.5	42.8		28.5
e. was presented understandably	91.7	8.3				33.3	50.0	8.3	8.3		60.0	30.0	10.0			28.5	57.1	14.2		
f. was relevant to the seminar topic	91.7	8.3				25.0	33.3	8.3	16.7	16.7	70.0	30.0				28.5	57.1	14.2		
Personal Benefit																				
a. learned more about the topic	75.0	16.7		8.3		16.7	41.7	8.3	16.7	16.7	60.0	30.0	10.0				71.4	28.5		
b. enjoyed the seminar	100.0					25.0	33.3	25.0	8.3	8.3	60.0	40.0				14.2		85.7		
c. would attend another seminar led by this person	100.0					25.0	16.7	25.0	8.3	25.0	60.0	20.0	20.0					28.5	42.8	28.5
d. would attend another seminar on this topic led by another person	58.3	33.3	8.3			50.0	33.3	16.7			50.0	30.0		10.0	10.0	28.5	42.8	28.5		
Seminar Environment																				
a. room was confortable	50.0	25.0	8.3	16.6		58.3	33.3	8.3			70.0	10.0	20.0			57.1	42.8			
b. number of people in attendance was appropiate	58.3	16.7	16.7	8.3		58.3	25.0	16.7			40.0	20.0	20.0	20.0		28.5	57.1	14.2		
Additional Comments																				

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Table 3:

Results of newsletter, Reprints and Book Corner Evaluation

Results are recorded in percentages

1 Stongly agree, endorse
2 Agree, endorse
3 Neither agree, endorse nor disagree, not endorse
4 Disagree, do not endorse
5 Strongly disagree, do not endorse

	1	2	3	4	5
I. Monthly Newsletter					
1. I read the monthly newsletter	72.2	27.8			
2. I have found them to be informative	55.5	38.9	5.5		
3. Monthly newsletter should be continued	61.1	33.3	5.5		
II. Article Reprints (placed in parent mailboxes)					
1. I read most of the reprints	66.7	27.8	5.5		
2. I have found them to be interesting	66.7	33.3			
3. I have found them to be relevant to my family situation	55.5	27.7	16.7		
4. These materials have improved my knowledge of child develoment	44.4	38.9	16.7		
5. These materials have helped to promote my self-confidence as a parent	44.4	5.5	44.4	5.5	
6. These materials helped to increase my ability to be an effective, nurturing parent	44.4	11.1	38.9	5.5	
7. Center should continue to hand out reprints	61.1	38.9			
III. Parents Corner in Center Library					
1. I was aware of Parents Corner	50.0	16.7	16.7		16.7
2. I have borrowed material from the Parent Corner		11.1	50.0	5.5	33.3
3. I intend to borrow material from the Parent's Corner	27.8	44.4	27.8		
4. The Center should continue to make these materials available to parents	50.0	27.8	22.2		

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Table 4:

Seminar Attendance Data

	Personal Information: Seminar Participants											
	Age	Parent	Staff	Female	Male	Education	Number of Children	Seminars Attended 1	2	3	4	Percentage Attended
1	34	X		X		BS	2	X	X			50.0
2	34	X			X	BS	2	X	X			50.0
3	29	X		X		BS	1	X	X			50.0
4		X		X			2		X	X		50.0
5		X			X		2		X	X		50.0
6	29	X		X		MS	1	X	X	X	X	100.0
7	31	X		X		PhD	2	X	X	X	X	100.0
8	43	X			X	PhD	2	X	X	X	X	100.0
9		X		X			2	X	X		X	75.0
10		X			X		2	X	X		X	75.0
11		X		X		BS	2	X				25.0
12		X			X		2	X				25.0
13	31	X	X	X		MS	2	X	X	X	X	100.0
14	31	X			X	PhD	2	X	X	X	X	100.0
15		X		X			1	X	X			50.0
16	29	X		X		BS	1			X	X	50.0
17	31	X			X	PhD	1	X		X	X	75.0
18	29	X		X		BS	1	X	X			50.0
19		X			X		1	X	X			50.0
20	23		X	X		BS	0	X	X	X	X	100.0
21	22		X	X		BS	0	X	X	X	X	100.0
22	25		X	X		15 yrs.	0	X	X	X	X	100.0
23	21		X	X		14 yrs.	0	X		X	X	75.0
24	23		X	X		BS	0	X	X			50.0
25	23		X	X		BS	0		X	X		50.0
26	61	X	X		X	PhD	1	X	X	X	X	100.0
Total		20	8	17	9		32	22	21	14	14	

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When asked to evaluate their personal benefit, 100% strongly agreed or agreed that they: had learned more about the topic; had enjoyed the seminar; and would attend another seminar led by this person.

In their evaluation of the physical environment 50% strongly agreed, 25% agreed, 8% neither agreed or disagreed and 16% disagreed with the statement that the room was comfortable.

Seminar II: Self-Esteem. 21 adults, 15 parents and six staff members, attended the seminar on self-esteem, yours and your child's. The Center provided child care for 15 children under the age of ten during the seminar. 12 of 21 seminar participants returned the evaluation form. 75% strongly agreed or agreed that the speaker was: knowledgeable of the topic; competent; confident and at ease; and receptive of comments.

83% strongly agreed or agreed that the material covered was interesting and presented understandably. 58% felt the material was interesting but not relevant to them personally.

58% felt they had learned more about the topic, 33% felt they had not. 83% expressed an interest in attending another seminar on this topic led by another person. 92% felt the physical environment was comfortable and 83% felt the number of people in attendance was appropriate.

Seminar III: Parental Contributions to Children's Cognitive Development. 14 adults, eight parents and 6 staff members were in attendance. Child care was provided for eight children under the age of eight. 100% of the ten participants who returned the

evaluation form strongly agreed or agreed that the seminar leader was: knowledgeable; competent; confident and at ease; able to answer questions adequately; and receptive of comments.

90% of the participants who responded felt the material covered was interesting and presented understandably. 70% felt the material was relevant to them personally.

100% of the participants reported that they enjoyed the seminar and 90% felt they had learned more about the topic.

Seminar IV: The Relationship of TV Viewing to Learning in Young Children. 50T of the seminar participants returned the seminar evaluation form. Of these participants, 57% felt the seminar leader was knowledgeable of the topic, and receptive of comments. 71% felt the material covered was interesting and 86% felt the material was relevant and presented understandably. 71% felt they had learned more about the topic and expressed an interest in attending another seminar on this topic, led by another person.

Monthly Parent Newsletter. 100% of the parents who returned the questionnaire stated that they read the newsletter regularly. 94% found the newsletter to be informative and felt the Center should continue distributing them.

Handouts and Article Reprints Placed in Parent Mailboxes. 95% of the parents stated that they had read most of the handouts and reprints. 100% stated that they found them to be interesting. 83% of the parents felt the materials had improved their knowledge of child development and they found them to be relevant to their

family situation. 50% of the parents felt the materials had helped to promote their self-confidence as a parent. 55% felt that the materials had helped to increase their ability to be effective, nurturing parents. 100% felt that the Center should continue to distribute handouts and reprints.

Parents Corner in Center Library. 11% of the parents stated that they had borrowed materials from the parents corner. 72% stated that they intended to borrow materials. 78% felt the Center should continue to make the book corner available to parents.

Conclusions

The objectives of the parent education program were met. The parent survey of seminar topics was conducted, tabulated, and the results acted upon. A series of seminars on parenting issues were held. 28 adults attended at least one seminar during the series, of whom 8 of these adults were on the Child Study Center staff. A lending library of materials devoted to child development and parenting issues was established and made available to parents. A monthly parent newsletter, written by the Center staff, was distributed to the parents. Reprints of pamphlets and journal articles on relevant topics were periodically shared with parents. It is the writer's position that exposure to the above mentioned parenting materials sensitized the parents to the importance of their role in the development of their child.

The Child Study Center is committed to the continuation and ongoing development of the Parent Education Program.

Recommendations

It is the writer's feeling that low attendance at Seminars III and IV was caused by two separate factors. The first being that the seminar topics were switched less than 36 hours before Seminar III was to be presented. Dr. Albert Goss, scheduled to present Seminar IV, agreed to switch presentation dates with Lois Henninger who was scheduled to present Seminar III. This switch was precipitated by Ms. Henninger's involvement in a fairly serious car accident two days before her scheduled presentation.

The second factor was the onset of the holiday season. It is here recommended that seminars should not be scheduled between Thanksgiving and New Year's Day.

The overall low attendance may be an indication that parents are, in general, not interested in attending parenting seminars unless the topic of discussion happens to deal with a problem that parents are experiencing at that point in time.

Dissemination

Plans for the dissemination of this report include (1) sharing the abstract with: the local branch of the National Association for the Education of Young Children; professionals in the field of early childhood education and related fields; fellow cluster members in the Nova University Ed.D Program in Early Childhood Education and (2) an article describing the program results to be placed in the Child Study Center's Monthly Parents Newsletter.

Professionals to be sent abstracts include directors of local child care centers, directors of other New Jersey State College and University affiliated child care centers, and Rutgers University faculty members from the Departments of Home Economics, Early Childhood Education, and Psychology.

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APPENDIX A

Parent Survey
Child-Study Center

We are in the process of developing a series of seminars for parents to be scheduled for Fall 1984. We would appreciate your input on this matter and your help in completing this short questionnaire.

1. Seminar & Workshop Topics
We are planning to bring in professionals to discuss parenting topics with you. Place a check next to the topics that would interest you.

___ Discipline
___ Sexuality
___ Divorce & Childhood trauma
___ Dealing with the public school system
___ Speech & Language development
___ Diagnosing typical childhood illnesses
___ Preparing for a sibling
___ Sibling rivalry
___ Separation-growing independent
___ The relationship of TV & learning
___ Self-esteem-Yours and your child's
___ Child Evaluation
___ Learning disabilities-hyperactivity, etc.
___ Parental contributions to a child's cognitive development
___ Other_____

2. Attendance
If parent's seminars/workshops on topics of interest to you were held here at the Center, would you be interested in attending? _____

3. Convenient Time
The most convenient time for me to attend parent seminars/workshops would be:

___ Monday evening
___ Tuesday evening
___ Wednesday evening
___ Thursday evening
___ Friday evening
___ Saturday morning
___ Saturday afternoon
___ Saturday evening
___ Sunday afternoon

4. Child Care
Would it be helpful to you if the Center provided child care during the seminar/workshops?

_____yes _____no

5. Additional Comments:_____

Please place completed questionnaire in Alicia's mailbox.

Thank you!

Alicia Mac Wright

Alicia MacWright

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APPENDIX B

EVALUATION FORM: PARENT SEMINARS

Please complete this form for each seminar topic-leader(presenter, speaker).

Topic:

Leader:

The information requested here is for future planning and for statistical description of the participants. All of the requested information will be confidential and anonymous.

Personal Information

Please check the appropriate choice for each of the following:

Parent___ Staff___ Other: please indicate _____

Female___ Male ___ Age___

Highest level of education in years ____

Please indicate the gender and age of each of your children from the oldest first to the youngest.

F	M	AGE
___	___	___
___	___	___
___	___	___
___	___	___

RATINGS

Please rate each item by circling the appropriate number. The numbers are defined as follows:

1 Strongly agree, endorse
2 Agree, endorse
3 Neither agree, endorse nor disagree, not endorse
4 Disagree, do not endorse
5 Strongly disagree, do not endorse

Seminar Leader, Presenter, Speaker

a. was knowledgeable on topic	1 2 3 4 5
b. was competent	1 2 3 4 5
c. was confident and at ease	1 2 3 4 5
d. answered questions adequately	1 2 3 4 5
e. was receptive of comments	1 2 3 4 5

Material Covered/Presented

a. was interesting	1	2	3	4	5
b. was relevant to me as a parent	1	2	3	4	5
c. was relevant to me in my work/profession	1	2	3	4	5
d. was interesting but not relevant	1	2	3	4	5
e. was presented understandably	1	2	3	4	5
f. was relevant to the seminar topic	1	2	3	4	5

Personal Benefit

a. learned more about the topic	1	2	3	4	5
b. enjoyed the seminar	1	2	3	4	5
c. would attend another seminar led by this person	1	2	3	4	5
d. would attend another seminar on this topic led by another person	1	2	3	4	5

Seminar Environment

a. room was comfortable	1	2	3	4	5
b. number of people in attendance was appropriate	1	2	3	4	5

Additional Comments

APPENDIX C

EVALUATION FORM:
NEWSLETTERS, REPRINTS AND BOOK CORNER

Evaluation form for: Monthly Parent Newsletter
Article Reprints
Parent corner in Center Library

Personal Information

Please check the appropriate choice:

Female____ Male____ Age____
Highest level of education in years____
Please indicate the gender and age of each of your children from the oldest first to the youngest.

F	M	Age
___	___	___
___	___	___
___	___	___

Please rate each item by circling the appropiate numbers. The numbers are defined as follows:

1 Strongly agree, endorse
2 Agree, endorse
3 Neither agree, endorse nor disagree, not endorse
4 Disagree, do not endorse
5 Strongly disagree, do not endorse

I. Monthly Newsletter

1. I read the monthly newsletter	1	2	3	4	5
2. I have found them to be informative	1	2	3	4	5
3. Monthly newsletter should be continued	1	2	3	4	5

II. Article Reprints (placed in parent mailboxes)

1. I read most of the reprints	1	2	3	4	5
2. I have found them to be interesting	1	2	3	4	5
3. I have found them to be relevant to my family situation	1	2	3	4	5
4. These materials have improved my knowledge of child development	1	2	3	4	5
5. These materials have helped to promote my self-confidence as a parent	1	2	3	4	5
6. These materials helped to increase my ability to be an effective, nurturing parent	1	2	3	4	5
7. Center should continue to hand out reprints	1	2	3	4	5

III. Parents Corner in Center Library

1. I was aware of Parents Corner	1	2	3	4	5
2. I have borrowed material from the Parent Corner	1	2	3	4	5
3. I intend to borrow material from the Parent's corner	1	2	3	4	5
4. The Center should continue to make these materials					

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THE STATE UNIVERSITY
OF NEW JERSEY

DOUGLASS COLLEGE
Department of Psychology
Child-Study Center
New Brunswick, New Jersey 08903
Tel. 201 247 2757

APPENDIX D

SEMINAR ANNOUNCEMENT
AND PRE-REGISTRATION FORM

1984 FALL PARENT WORKSHOP/SEMINAR SERIES

Issues in Parenting Young Children

SAT., OCT. 13 10:30 AM	DISCIPLINE BARBARA MENZEL COORDINATOR, EARLY PREVENTION PROGRAM COMMUNITY MENTAL HEALTH CENTER RUTGERS MEDICAL SCHOOL
SAT., NOV. 3 10:30 AM	SELF-ESTEEM: YOURS AND YOUR CHILD'S PATRICIA MURPHY, FAMILY COUNSELOR PRIVATE PRACTICE IN PRINCETON, FORMERLY SENIOR COUNSELOR AT RUTGERS COLLEGE COUNSELING CENTER
SAT., DEC. 1 10:30 AM	THE RELATIONSHIP OF TV VIEWING TO LEARNING IN YOUNG CHILDREN LOIS HENNINGER, TV PROJECT COALITION N.J.E.A. AND N.J. - P.T.A.
SAT., DEC. 15 10:30 AM	PARENTAL CONTRIBUTIONS TO CHILDREN'S COGNITIVE DEVELOPMENT ALBERT E. GOSS, PROF. OF PSYCHOLOGY, DEPARTMENTAL LIAISON-CHILD STUDY CENTER RUTGERS UNIVERSITY

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OF NEW JERSEY

DOUGLASS COLLEGE
Department of Psychology
Child-Study Center
New Brunswick, New Jersey 08903
Tel. 201-247-2757

PARENT REGISTRATION FORM

1984 FALL PARENT WORKSHOP/SEMINAR SERIES

Issues in Parenting Young Children

THE CHILD-STUDY CENTER WILL BE CONDUCTING A SERIES OF PARENTING SEMINARS. THE SEMINARS ARE FREE TO PARENTS AND FREE CHILD CARE WILL BE PROVIDED BY THE CENTER FOR CHILDREN AGED 18 MO. TO 10 YEARS DURING THE SEMINARS. ALL SEMINARS WILL BE HELD IN LOREE 024.

TO REGISTER, COMPLETE THIS FORM AND RETURN TO ALICIA MACWRIGHT BEFORE OCTOBER 1, 1984.

NAME:_____

SEMINAR 1 — # ADULTS _____
OCT. 13 — # CHILDREN _____ AGE(S)_____

SEMINAR 2 — # ADULTS_____
NOV. 3 — # CHILDREN_____ AGE(S)_____

SEMINAR 3 — # ADULTS_____
DEC.1 — # CHILDREN_____ AGE(S)_____

SEMINAR 4 — # ADULTS _____
DEC. 15 — # CHILDREN _____ AGE(S)_____

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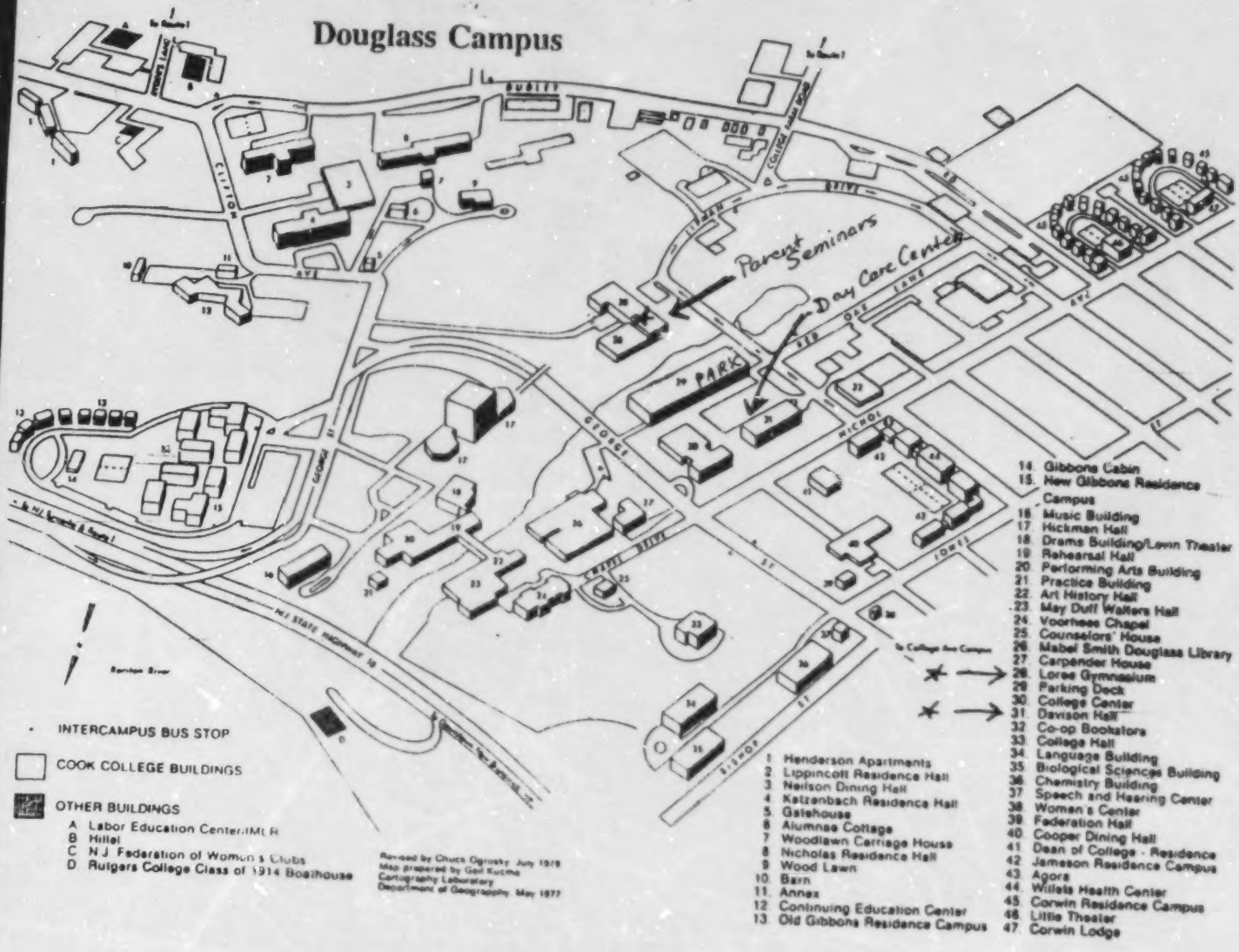

APPENDIX E

LIST OF BOOKS, PAMPHLETS AND MAGAZINES PLACED IN PARENT'S BOOK CORNER

List of Books, Pamphlets and Magazines Placed in "Parent's Corner" of Center Library

I. Books

Bermont, H., Langston, S. (1965). The Child. New York: Essandess Special.

Burgess, L. (1976). The Art of Adoption. New York: W.W. Norton Co.

Chazan, M., Laing, A.F., Jones, J. Harper, G.C. (1983). Helping Your Children with Behavior Difficulties. Maryland: University Park Press.

Cherry, C. (1983). Please Don't Sit on the Kids: Alternatives to Punitive Discipline. California: Pitman Learning.

Crary, E. (1979). Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance. Washington: Parenting Press.

Dreikurs, R., Cassel, P. (1972). Discipline Without Tears: What to do With Children Who Misbehave. New York: Hawthorn Books.

Dreikurs, R., Grey, L. (1968). A New Approach to Discipline: Logical Consequences. New York: Hawthorne Books.

Gardner, R. (1970). The Boys and Girls Book About Divorce. New York: Science House.

Grollman, E. (1969). Explaining Divorce to Children. Boston: Beacon Press.

Grollman, E. (1976). Talking About Death: A Dialogue Between Parent and Child. Boston: Beacon Press.

Grollman, E. (1975). Talking About Divorce and Separation. Boston: Beacon Press.

Hemsing, E. (1972). Children and Drugs. Washington D.C.: Association for Childhood Education International.

Howard, A.E. (1980). The American Family: Myth and Reality. Washington D.C.: National Association for the Education of Young Children.

Lerman, S. (1983). Responsive Parenting:(vol. 1) Helping Children as They Grow. Minnesota: American Guidance.

Lerman, S. (1983). Responsive Parenting:(vol. 2) Helping Children Help Themselves. Minnesota: American Guidance.

Lerman, S. (1983). Responsive Parenting:(vol 3) Helping Siblings Get Along Together. Minnesota: American Guidance.

Lerman, S. (1983). Responsive Parenting:(vol. 4) Using Role Reversal With Children. Minnesota: American Guidance.

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Books cont.

Lerman, S. (1983). Responsive Parenting:(vol. 5) Building a Child's Positive Self-Image. Minnesota: American Guidance.

Lerman, S. (1983). Responsive Parenting:(vol. 6) Sharing Sex Information With Children. Minnesota: American Guidance.

Lerman, S. (1983). Responsive Parenting:(vol. 7) Helping Children Understand and Express Feelings. Minnesota: American Guidance.

Lerman, S. (1983). Responsive Parenting:(vol. 8) Helping Children Handle Fear. Minnesota: American Guidance.

Lerman, S. (1983). Responsive Parenting:(vol. 9) Building Independence and Cooperation in Children. Minnesota: American Guidance.

MacPherson, M. (1981. The Family Years: A Guide to Positive Parenting. Minnesota: Winston Press.

Touw, K. (1981). Parent Tricks-of-the-Trade. Washington D.C.: Acropolis Books.

II. Pamphlets

About Child Care, Human Services

Baby Care Basics, Johnson & Johnson

Beginners Bibliography, National Association for the Education of Young Children

Breast Feeding Your Baby, Ross Laboratories

Business Incentives for Providing Childcare as a Benefit to Employees, National Association for the Education of Young Children

Careers in Early Childhood Education, National Association for the Education of Young Children

Choosing Good Toys for Young Children, Feeney, S. and Magarick, M.

Common Sense Care for Baby's Tender Skin, Johnson & Johnson

Cronic Care Program for Children, Middlesex General Hospital

Developing Toilet Habits, Ross Laboratories

For Your Good Health, Middlesex General Hospital

Getting to Know Your Newborn, Johnson & Johnson

Grooming Hints, Johnson & Johnson

Guide for Babysitter, Johnson & Johnson

Helping Children Learn About Reading, Sckickedanz, J., National Association for the Education of Young Children

Help Yourself to Better Health, Human Services

How to Choose a Good Early Childhood Program, National Association for the Education of Young Children

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Pamphlets cont.

How Your Baby Grows, Johnson & Johnson

How Your Child Learns About Sex, Ross Laboratories

Myths of Child Rearing, Rosner, J. PhD

Parenting Insights, Johnson & Johnson

Responsive Parenting: Helping Children as They Grow, Lerman, S.

Some ways of Distinguishing a Good Early Childhood Program, National Association for the Education of Young Children

Sun Sense, Johnson & Johnson

The Children's Home Society of New Jersey: Service Report, The Children's Home Society of N.J.

The Phenomena of Early Development, Ross Laboratories

The Single Parent Household, Ross Laboratories

Your Baby Becomes a Toddler, Ross Laboratories

Your Child and Discipline, Ross Laboratories

III. Magazines

Beginnings: The Magazine for Teachers and Parents of Young Children

Totline: The Activity Newsletter for Home or School

Working Mother

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NOTE: Appendix F, "Handouts, Article Reprints and Parent Newsletters Distributed to Parents," contains many copyrighted articles and therefore, is not available for reproduction. It is not included in the pagination. Articles appearing in this section include:

Growing Child: Research Review; v3 n1, Sep 1984
" " " " v3 n3, Nov 1984
" " " " v3 n4, Dec 1984

A Family Shopping Guide to: Infant/Child Automobile Restraints; American Academy of Pediatrics, April 1984.

"Choosing Good Toys for Young Children," Stephanie Feeney & Marion Magarick
September Newsletter, Douglass-Psychology Child-Study Center
October " " " " " "
November " " " " " "
December " " " " " "

"No Lose" Party Games, Jean Warren. Totline; September, 1980. Series A. Warren Publishing, P.O. Box 2253, Alderwood Manor, WA 98036.

"Fall Art Activities," Jean Warren. Totline; September, 1980. Series B.

"Fall Science Activities," Jean Warren. Totline; September, 1980. Series C.

"Halloween Activities," Jean Warren. Totline; October, 1980, Series A.

"Halloween Learning Games," Jean Warren. Totline; October, 1980, Series B.

"Tips for Entertaining the Swing Set," Jean Warren. Totline; October, 1980. Series C.

"Christmas Art Ideas," Jean Warren. Totline; November, 1980. Series A.

"Thanksgiving Activities," Jean Warren. Totline; November, 1980. Series B.

"Listening Games," Jean Warren. Totline; November, 1980. Series C.

"Holiday Quiet Time Ideas," Jean Warren. Totline; December, 1980. Series A.

"Toys & the Young Child," Jean Warren. Totline; December, 1980. Series B.

"Learning Games from Holiday Throw-Aways," Jean Warren. Totline; December, 1980. Series C.

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